

S.A.F.E. and Senior SAFE FY 2014 Annual Report



Courtesy of the Western Mass, Fire and Safety Educators Association

“Raising a Fire Safe Generation of Children and Keeping our Seniors Safe”

SAFE 
STUDENT AWARENESS OF FIRE EDUCATION

Senior 
SAFE

Student Awareness of Fire Education and Senior SAFE Programs

This report summarizes the activities of the two important fire and life safety education programs for FY' 14: the school-based Student Awareness of Fire Education (S.A.F.E.) and the Senior SAFE programs. This first section will discuss the S.A.F.E. Program and information about Senior SAFE will begin on page 15.

What is S.A.F.E.?

The Student Awareness of Fire Education (S.A.F.E.) Program is a grant program to local fire departments designed to put trained firefighter-educators in the classroom to conduct fire and life safety education programs in grades Pre-K through 12. The primary mission is to enable students to recognize the dangers of fire and more specifically, the fire hazards that tobacco products pose. Through the S.A.F.E. program, firefighters are trained as public educators to deliver age-appropriate fire and life safety lessons in close coordination with classroom teachers and health educators.



School-based S.A.F.E. Funding and Participation

During the first seven years, S.A.F.E. was funded by the tobacco tax, better known as the Health Protection Fund, because smoking was and continues to be one of the leading causes of fire deaths. FY '14 marked the 19th year of funding for program and planning grants in the amount of \$1.2 million from General Revenues in the state budget. The grant was shared by 225 fire departments.

Department of Fire Services Training

The credibility of the S.A.F.E. and Senior SAFE Programs rests on properly trained firefighters. The high quality of the fire and life safety education specialist is the foundation of *these community programs*. The fire educator's enthusiasm and commitment are critical. The Massachusetts Firefighting Academy offers a variety of training programs for fire educators, including a week long class *Public Fire and Life Safety Educator* that is based on the standard set out in the National Fire Protection Association's Standard 1035 *Professional Qualifications for Public Fire and Life Safety Educator*. In addition, the Fire Data and Public Education Unit in the Division of Fire Safety provide programmatic support to local S.A.F.E. and Senior SAFE Programs through in-service training, site visits and technical assistance.

Certification of Fire and Life Safety Educators to National Standards

In 2003, the Massachusetts Fire Training Council established a voluntary certification program for Public Fire and Life Safety Educator - Level 1. Administered through the Massachusetts Firefighting Academy, firefighters must pass a written exam and they are required to provide documentation of prior field experience in teaching young children, school-age children, and adults before submitting to a practical examination requiring firefighters to demonstrate their teaching skills. This certification program also contains a re-certification process requiring educators to document continued field experience and continuing education.

Partnerships in the Classroom

Essential to the S.A.F.E. Program's success is a working partnership among firefighters, classroom teachers, and health educators. The core of the S.A.F.E. Program is to deliver age-appropriate lessons on the key fire safety behaviors that are linked to meeting the objectives in the Department of Elementary and Secondary Education (DESE) Curriculum Frameworks. By working together, key fire safety behaviors such as *Stop, Drop, and Roll*, *Making and Practicing Home Escape Plans* and *Reporting Fires and Emergencies* are introduced to children. Often, these fire safety behaviors are also easily combined with a math, science, language arts, health, or physical education lesson to complement the teacher's classroom curriculum.



Firefighter Laurie Rocco of Palmer Fire Department at the Western MA S.A.F.E. table at the Holyoke Mall's Safety Day.

Mass. Public Fire and Life Safety Education Curriculum Planning Guidebook

There are many nationally recognized fire and life safety curricula in existence. The Department of Fire Services (DFS) did not want to tell fire departments which one to use, just as the state Department of Elementary and Secondary Education does not dictate to local school departments which curricula to use. Local programs must have the flexibility to evaluate for themselves and choose to adopt, adapt or develop their own lesson plans. In addition, curricula can come in and out of favor over time. What does not change rapidly are the key fire and life safety concepts we want to teach. DFS, in conjunction with the *Mass. Public Fire and Life Education Task Force*, developed the Massachusetts Public Fire and Life Safety Education *Curriculum Planning Guidebook* to help fire educators develop their programs and design their lesson plans. The bulk of the guidebook contains the key behaviors by age group and indicates what we want children at each level to know about the topic and, using Bloom's Taxonomy, how the instructor will know if the student has learned the key behavior. In addition, the guidebook cross-references with the Department of Elementary and Secondary Education's *Health Curriculum Frameworks*, provides resources and references to videos and curricula that are appropriate, and other guidelines for developing lesson plans, and how to work with schools to help them accomplish their objectives.

Proving Public Education Works

During FY' 14, the 19th year of the Student Awareness of Fire Education (S.A.F.E.) Program, the State Fire Marshal recognized 13 children for using the fire and life safety education that they received in school to directly affect the outcome of an emergency. Through FY' 14 the total number of *Young Heroes* is 301. They are children who have used the fire and life safety lessons they learned in the classroom during a real life emergency to save themselves or others. We are proud of these *Young Heroes*. It is sad anytime someone is faced with an emergency, but these situations could easily have been more tragic had these youngsters not known what to do.



Lt. Maria Pelchar of Holyoke Fire Department speaks to children about fire safety.

Fire Safety Houses

Every fire department in Massachusetts has a fire safety house available to them for use in their S.A.F.E. program. There is one in each of the 15 mutual aid districts across the state. A fire safety house is a recreational vehicle trailer that is outfitted like a home interior, including a bedroom where the door can get hot, the room can fill with theatrical smoke and children can practice going out the window and down a ladder to safety. The different rooms of the fire safety house set the stage for discussing the prevention of home fire and burn hazards as well as giving youngsters a fun and safe way to practice a home escape plan. The fire safety house has proven to be a valuable educational tool for S.A.F.E. educators to use when teaching key fire safety behaviors. It is also used as an evaluation tool at the conclusion of a program where students can demonstrate to instructors what they learned in the classroom lessons.



Firefighter Mitch Sumner of Milton Fire Department demonstrates the Fire Safety House

Hazard House

Every fire department in Massachusetts also has a *Hazard House* available to them for use in their S.A.F.E. programs. It is a large tabletop display of a home that can be used to teach many key fire and life safety behaviors. With electricity, the smoke alarms actually work, and with Plexiglas the smoke can be seen rising up the stairwell from a child playing with a lighter, from a man falling asleep smoking in an overstuffed chair, and from a pan on the stove. The home is filled with many hazards, and as the instructor moves from room to room they can discuss prevention and removing home hazards. It is designed to address fire and burn prevention as well as other major injury prevention topics.



Lt. Christopher Mach of Bellingham Fire Department using the Hazard House.

Evaluation of the S.A.F.E. Program

The Department of Fire Services has developed a 3rd grade, a 6th grade and a 10th grade evaluation tool launched in 2014 to help measure the S.A.F.E. Program's effectiveness. These evaluation tools provide us with a statewide snapshot of what third, sixth and tenth graders know about fire safety. In creating them we believe that we have a consistent, measurable and easy method to provide statistical data that proves the S.A.F.E. Program works and students are actually learning what we think we are teaching. These tools will also help us measure the value and the impact of the S.A.F.E. Program as well as to continually improve our instruction.

Public Education Resource Library

The Public Education Unit in the DFS Division of Fire Safety also maintains a resource library for fire educators. It contains a number of curricula, books and videos that fire educators can review and borrow as they are designing their own lesson plans and deciding on purchases for their own programs.

In addition, the Public Education Unit provides one-page education Firefactors on a variety of fire safety topics, and in a variety of languages. These are posted on the DFS website (www.mass.gov/dfs) under *Fire Safety Topics* along with some brief statistics, prevention tips and links to other public education resources for the topic.

Public Education Listserve

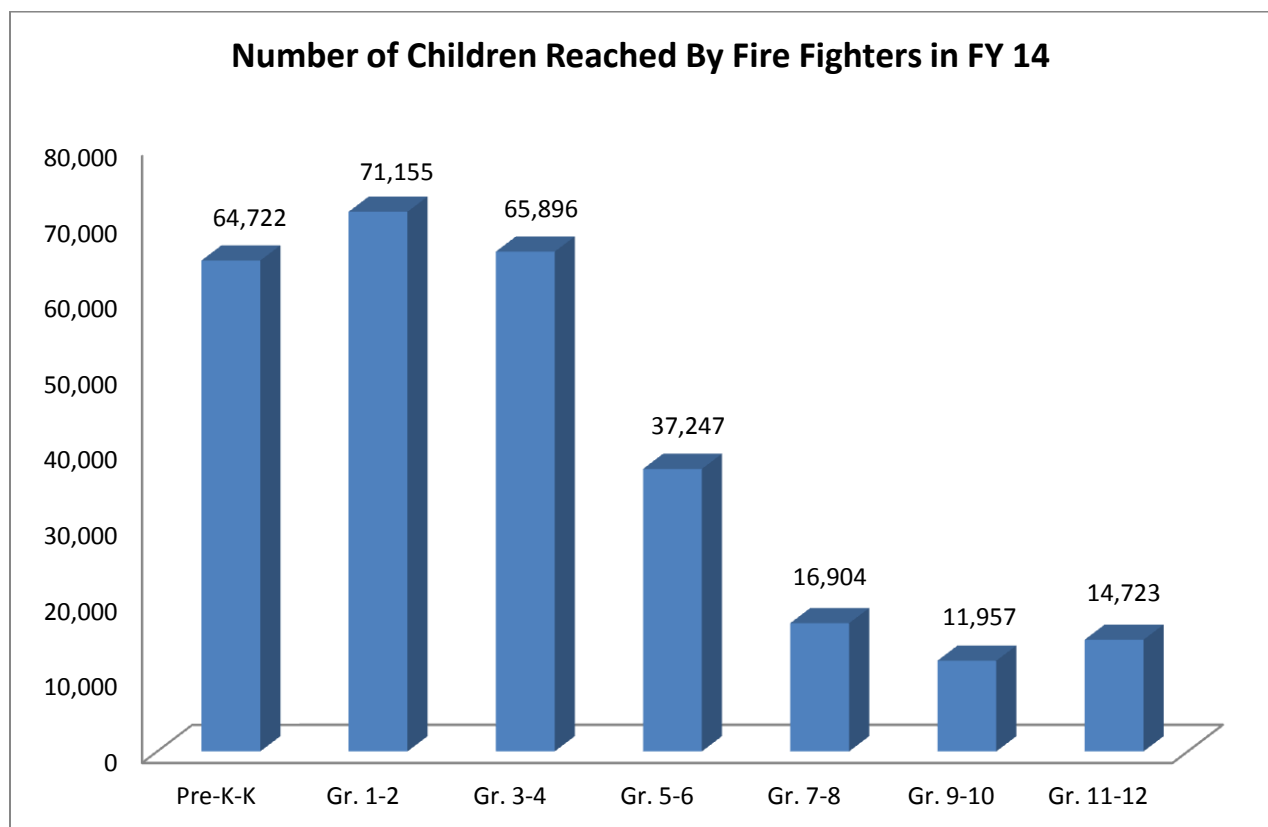
The Department of Fire Services has created a public education listserv to communicate to fire educators directly about S.A.F.E. and other public education news and events. Over the last few years this has developed into a very useful communication tool. Anyone interested in joining the public education list serve please send an email to: join-dfs_pub_ed@listserv.state.ma.us

Information about the FY' 14 School-based S.A.F.E. Program

(Based on majority of Year-End Reports received)

- Total number of communities receiving S.A.F.E. FY' 14 grants: **225**. This total is 16 more than the 209 communities who received S.A.F.E. grants in FY' 13 and is substantially greater than the **130** communities that initially received S.A.F.E. grants in FY' 96.
- Over **1,008** firefighters were involved in teaching fire safety education to children through classroom visits and community events.
- Number of firefighter visits to classrooms: **6,456**
- Number of students who received fire safety education statewide: **282,604**

The following chart lists the number of students visited by firefighters in each grade grouping. It shows that the grades reached the most by local S.A.F.E. Programs are grades 1-2, followed by grades 3-4 and Pre K-K.



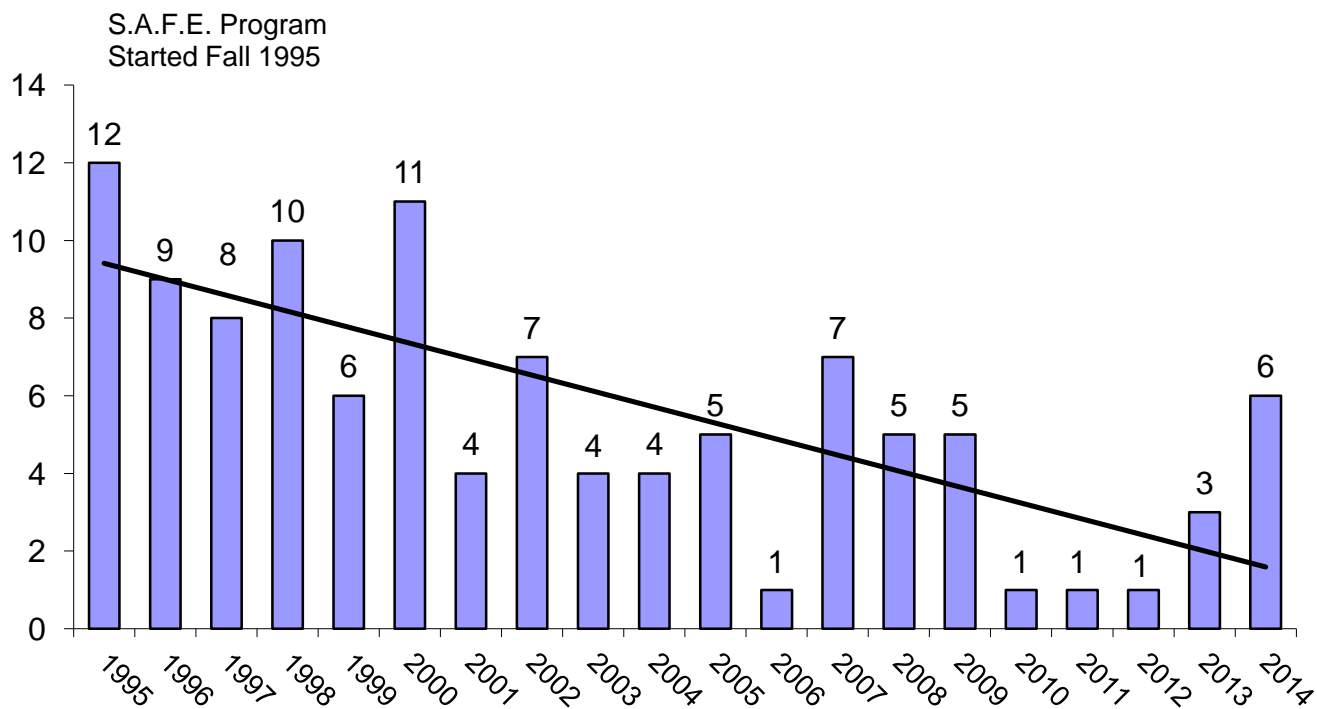
Child Fire Deaths Drop 50% Since the Start of S.A.F.E.

According to the Massachusetts Fire Incident Reporting System, child fire deaths dropped by 50% from 1995-2014, the span of the S.A.F.E. Program. In calendar year 2014, six people under 18 died in a fire in Massachusetts. Children under the age of 18 had the lowest risk of fire deaths; people over 65 had the highest risk.

During the 19 full years where the S.A.F.E. Program has been in effect, from 1996 to 2014, the average number of child fire deaths per year has been 5.5. In the 19 years prior to the S.A.F.E. Program, 1976 to 1994, the average number of child fire deaths per year was 18.5. This 72% drop in the average number of child fire deaths is significant when compared to the 45% drop in the average number of all fire deaths during the same time period.

Until FY' 14, one thing that was happening in Massachusetts to improve fire safety exclusively for this age group, that was not also happening to all other age groups, was **consistent, comprehensive, statewide, school-based fire safety education**. In FY' 14, the Senior SAFE program was created to reach older adults too.

Children Fire Deaths 1995 - 2014



S.A.F.E. Program Evaluation

Over the last several years the need for consistent, quantitative data to show the effectiveness of individual S.A.F.E. programs has been stressed. Some cities and towns have done a tremendous job compiling this data by scoring pretests, post-tests, essays, homework assignments, and demonstrations. For instance home escape plans can be scored using a checklist of items that should be included in a good plan. Essays can be scored using a rubric or a checklist. This data is used to prove that individual programs are effective by documenting that the students are actually learning what we think we are teaching. This impacts continued funding as well as continuing partnerships with schools. Oral questions and answers do not provide evaluation data, but can be a valuable tool in a lesson plan. Recognizing the time constraints on public fire educators and their classroom partners, the Fire Data and Public Education Unit strongly advises local departments to select at least one grade and consistently evaluate it year after year. Evaluations help instructors and students make sure that the messages are being conveyed effectively. Giving the teachers an opportunity for feedback can help improve the performance of S.A.F.E. educators and keep the partnership strong.

DFS Evaluation Tools

The Department of Fire Services (DFS) has developed and introduced three student evaluation tools to help measure the S.A.F.E. Program's effectiveness. The 3rd grade evaluation tool was introduced in FY' 10 and the 6th grade evaluation tool was introduced in FY' 12. The third grade evaluation tool tests knowledge on ten key concepts using 30 questions and the sixth grade evaluation tool tests knowledge on 13 key concepts using 22 questions. In the spring of 2014 a third evaluation was launched geared for students in the 10th grade. DFS introduced each evaluation tool by providing in-service training sessions to fire educators. These individual sessions taught fire educators how to administer the tests, compile the data, interpret it and use the feedback to improve their programs. This gives us a statewide snapshot of what third, sixth, and tenth graders know about fire safety. Our goal is to create consistent, user friendly tools that tell us if students are actually learning what we think we are teaching. Thus far, third grade results indicate we have achieved that aim, as reported below.

Third Grade Evaluation

In FY' 14 – our fifth year using the 3rd grade test, we collected data from 11,932 students in 99 communities that participated. This compares to the 10,127 in FY' 13 and the 1,794 students who participated in the first year, FY'10. This expansion gives us a solid base for assessing what students in Massachusetts know. The size of the 'sample' gives us a great deal of confidence in the data, reducing possibilities that a small number of unusual subsets would skew findings. In FY' 14 the average test score was 82%, which is an increase on 1% from FY' 13.

In addition, the data is consistent, that is, the differences from one year to the next are minimal. This allows us to be more confident that the test is a reliable instrument. Average scores in FY' 14 are reported in the following sections, by key learning concept. Where there are minor differences between FY' 13, these are noted in parentheses with plus (+) or minus (-) signs. Larger differences are described in more detail.

Risks of Tobacco Products

Ninety-four percent (94%) of the students knew that smokers should smoke outside (-1%) and 87% knew that cigarettes were made of tobacco (+2%). However only 69% of the students could identify the ways smoking materials are dangerous (+2%). Clearly, students are aware that societal changes are moving smokers outdoors (and coincidentally outdoor smoking fires are also increasing) but do not fully understand the dangers that tobacco products pose.

Matches and Lighter Safety

Results show that the program is very effective in teaching match and lighter safety: 84% of our students knew that children should tell grown-ups when they see matches and lighters (+2%); 87% recognized that children should not touch matches or lighters and that these are only for adults' use (+1%). Eighty-three percent (83%) knew that adults must supervise any use of matches and lighters (-2%).

Smoke Alarms

Seventy-nine percent (79%) of the students know that when the smoke alarm goes off they should stop what they are doing and follow the escape plan (+1%). More than three-quarters of the students, 78%, know that a chirping smoke alarm means that the batteries need replacing and a similar number, 79%, know that a child should ask a grown-up to replace batteries when the alarm chirps. Seventy-six percent (76%) of our students know what a smoke alarm does. This figure is up 2% from last year. Despite this understanding, only 64% of students knew smoke alarm batteries should be replaced twice a year (consistent with last year). This is a key concept, and these results might indicate that it requires more emphasis or that the score might reflect changing technology in smoke detectors. However, 74% could identify where smoke alarms should be placed (+1%).

Crawl Low Under Smoke

Eighty-seven percent (87%) of our students knew that 'crawl low under smoke' is the correct action to take in a fire (consistent with last year), and 86% identified the correct way to perform crawl low under smoke from four different illustrations (+1%). These results indicate that we are highly effective in teaching this key fire safety behavior but we still require a little work in showing the correct way to crawl low under smoke.

Home Escape Plans

The first question on home escape plans asks students to apply what they know about home escape planning to a child's situation in a fire. More than three-quarters, 82%, identified the correct escape action (+3%). Eighty-five per-cent (85%) of our students understood that every room should have two ways out (+2%). Ninety-one percent (91%) knew that a family meeting place should be outside of a building (consistent with last year). The final question on home escape planning once again asks them to apply their knowledge. Looking at a map of an apartment, 88% of the students correctly identified the one room that did not have at least two ways out (-1%).

Firefighters Are Helpers

Ninety-two percent (92%) of our students understood that firefighters are helpers, hiding is unsafe, and that children should approach firefighters in an emergency (-2%).

Reporting Emergencies

Eighty-four percent (84%) of our students understood the importance of calling 9-1-1 first to report an emergency (+1%). Eighty-one percent (81%) knew what you should not do when calling 9-1-1: say that there is a fire and then hang up (+2%). Eighty-seven percent (87%) were able to identify the one situation that was not an emergency thereby showing understanding of the word and concept (+1%). We are highly effective in this category but work still needs to be done in teaching how to report an emergency.

First Aid for Burns

Ninety percent (90%) of students could identify things that could be hot and burn them (+2%) and 82% knew that running cool water over a burn was the correct care for a burn (consistent with last year). Seventy-eight percent (78%) understood they should tell a grown-up if they were burned (+3%). However, only 59% of our students were aware that one should turn on the cold water first before turning on the hot water in order to prevent burns. This is only a 3% increase over last year. This concept was selected from the state's health curriculum framework for testing and the results suggest that while we still need work on this concept/behavior, we are moving in the right direction.

Stop, Drop & Roll

Eighty-nine percent (89%) of the students understood that “stop, drop, and roll” is the correct response to a clothing ignition (+1%); and 72% of the students could identify the proper method for stop, drop and roll by choosing one of four illustrations – (consistent with last year). FY' 12 results prompted investigation of test data to learn how children understood the correct stop-drop-and-roll posture. Test responses showed children who answered incorrectly consistently chose a picture in which the face was not covered (where the correct picture showed hands covering face and eyes). Subsequently more emphasis should be placed on ‘cover’.

Exits in Public Places

Ninety-three percent (93%) of our students understood that the word ‘exit’ marks the way out during an emergency (consistent with last year). Looking at an illustration of a public place with various signs, 87% of the students correctly identified the two exits (+1%).

DFS Sixth Grade Evaluation Tool

The sixth grade evaluation tool was implemented in FY' 12. In its first year, only three fire departments used the evaluation. In FY' 13, 11 fire departments instituted the evaluation. In 2014, 12 departments used the tool. Each year we have seen an increase of departments using this as a way to identify students' knowledge and behavior. In 2014, 1,121 students were assessed. The average test score was 83%. In FY' 13, the average score was 81%, and in 2012, the average was 72%. There was an increase in students participating in the evaluation and the average score increased significantly.

The sixth grade evaluation tool tests knowledge on 13 key concepts using 22 questions. We congratulate these fire departments for their efforts and hope that more communities utilize this evaluation tool in the future. Average scores in FY' 14 are reported in the following sections by key learning concept. Where minor differences between FY' 13 – FY' 14 occur, they are noted in parentheses with plus (+) or minus (-) signs. Larger differences and comparisons with FY' 12

are described in more detail.

Kitchen Safety

Ninety-two percent (92%) of students showed that they would respond to an oven fire by keeping the oven door closed and turning off the oven. This percentage remained consistent from FY' 12-FY' 14. Eighty-nine (89%) percent knew to put a lid on stovetop fires. This percentage has also remained consistent from FY' 12-FY' 14. Ninety-one (91%) percent knew to unplug their toaster if it was on fire (-3%). Eighty-one (81%) knew three things that they should do to stay safe in the kitchen (+19% from FY' 12 and +2 from FY' 13). Having such an increase in knowledge and behaviors indicates that fire educators are really reinforcing the keep safe in the kitchen message.

Stop, Drop, and Roll

Ninety-two (92%) percent of students knew to stop, drop, cover, and roll if their clothes caught fire, remaining the same from FY' 13. Since this is a main catch phrase in fire education, the percentage should be within close range to 100%.

Smoke and Smoke Alarms

Eighty (80%) percent of students knew to replace the smoke alarm batteries twice a year (+3%). Eighty-nine (89%) percent of students knew two ways smoke from a fire makes it hard to escape (+3%). Students are demonstrating that they recognize the need to maintain smoke alarms.

Home Fire Hazards

Eighty-eight (88%) percent of students were able to pick out three fire dangers pictured in a bedroom that can possibly occur in their own house (+8%). These included clothes near an electric heater, too many items plugged into an extension cord and clothing over a lamp.

Electrical Safety

Ninety-one (91%) percent of students knew that when swimming it is not safe to stay in the water when there is a lightning storm; there was no change from FY' 13. Eighty-four (84%) percent of students knew that lightning can travel through wires even if the wires do not carry electricity (-3%). We need to focus more on this learning concept. Most fifth grade students are taught basic electricity. It would be important to remind the students about what they learned the year before when teaching about electricity in sixth grade.

Flammable Liquids and Vapors

Ninety-three (93%) percent of students could define the word “flammable” (-2%). Looking at a picture, eighty-five (85%) percent of students were able to list two things that the man should do in order to be safe in the garage (+10%). Ninety-four (94%) percent of students knew that for something to catch fire, it does not need to touch flame. There was no change from FY' 13. It's important to really reinforce the dangers of flammable liquids in grade six.

Escape Plan

Seventy-eight (78%) percent of students knew three things they should do right away to keep safe when the smoke alarm sounds (+8%). Eighty-four (84%) percent of students were able to correctly describe safe exits out of their bedroom if there was a fire (+8%). We are really

working hard to get this message across. Seventy-nine (79%) percent of students correctly listed a safe meeting place where the family could meet in the event of a fire (+4%). Sixty-nine (69%) percent of students correctly identified that a family should practice their fire escape plan two times a year (+5%). Home escape plans are an important part of effective home emergency planning. Although there has been an increase in knowledge, there is room for improvement.

Heat Sources

Sixty-two (62%) percent of students knew the distance to keep flammable things away from a lit candle is one foot (+2%). Seventy (70%) percent of students knew the safe distance to keep flammable objects away from a space heater is three feet (+1%). Ninety-four (94%) percent of students successfully listed what was dangerous in the picture, including papers piled near the heater and gasoline and paints stored too close to the heater (+4%). Eighty-five (85%) percent of students knew that it was not safe to leave a space heater on at night after everyone has gone to sleep (-4% from FY' 13). This percentage shows that we need to review methods and messages about heat sources.

First Aid for Burns

Seventy-five (75%) percent of students knew that first degree burns did not go deeper than the first layer of skin (+5%). Seventy-two (72%) percent of students were aware that electricity can cause an internal burn even when the outside of the body is not burned (-10%). Seventy-four (74%) percent of students knew not to put butter or skin cream on a burn (+6%). Seventy-four (74%) percent of students were able to choose the correct answer so that each sentence correctly states the cause of the burn (-1%). This is a great topic for sixth grade students. Firefighters should review this information before teaching first aid strategies.

Reporting Fires

Eighty-three (83%) percent of students knew that you should not say there is a fire and hang up when calling 9-1-1 (-10%). Performing the wrong action after a 911 call can result in injury or fatality. A 10% reduction indicates work needs to be done in teaching how best to respond after calling 9-1-1.

Tobacco

Seventy-four (74%) percent of students correctly answered true or false for statements regarding tobacco safety (-10%). These statements include questions about whether cigarettes harm those who do not smoke, and disposing of cigarettes properly. We need to work on this concept, especially because tobacco products are often times readily available to minors.

Carbon Monoxide (CO)

Since FY' 12, there has been a significant increase in knowledge about CO. Seventy (70%) percent of students were able to correctly list two things inside people's homes like fire places or gas stoves that create CO (+40% from FY' 12). Eighty-five (85%) percent of students knew that in addition to smoke alarms they need to have CO alarms in every home (+21% from FY' 12). Fire educators are doing a great job teaching CO safety.

Personal Responsibility

Ninety-one (91%) percent of students were able to correctly list one safety rule to follow to keep

themselves safe (+10%). These include avoiding cooking burns by wearing tight fitting clothes, keeping candles one foot away from anything that burns and turning pot handles in on the stove.

DFS Tenth Grade Evaluation Tool

In FY'14, the first year of using the evaluation tool, only one community used it. The average test score was 52%. This has provided them with a knowledge baseline on which to focus their lesson plans. We congratulate this department and hope that more departments utilize this evaluation tool in the future.

S.A.F.E. “Young Heroes”

301 Young Heroes and Counting

During Fiscal Year 2014, the 19th year of the Student Awareness of Fire Education (S.A.F.E.) Program, the State Fire Marshal recognized thirteen children for using the fire and life safety education that they received in school to directly affect the outcome of an emergency. Through FY' 14 the total number of **Young Heroes** is **301**.

The following list describes the actions of what we call the S.A.F.E. “Young Heroes”.

North Attleboro

◆ Gwenevere Niedbalski

On Friday, January 3, 2014 at 10:00 p.m., 11-year-old Gwenevere Niedbalski observed that her neighbor's house was on fire. She told her grandmother and asked her to call 9-1-1. The neighbors were asleep at the time of the incident and had it not been for Gwenevere's keen observance her neighbors might have been at greater risk. Chief Ted Joubert credits Gwenevere for her sense of awareness with the lessons that she learned in school from the North Attleboro S.A.F.E. educators.

Groton

◆ Anthony and Kaiden Cianci

On Tuesday, March 25, 2014 at 7:14 a.m., 11-year-old Anthony Cianci and his 8-year old brother Kaiden Cianci assisted their mother during a medical emergency at their home. As Anthony began to care for his mother and brother Kaiden called 9-1-1, remained calm, informed the dispatcher of the nature of the problem, his home address and stayed on the phone until the first EMT arrived. S.A.F.E. Educator Susan Daly of the Groton Fire Department applauds their heroic actions and said how extraordinary it was that Kaiden knew his address because the family recently moved into their new home.

Heath

◆ Rachel Heil

On Saturday, September 7, 2013 at 11:37 a.m., 16-year-old Rachel Heil and her family were home when they noticed smoke coming from the floor below. Rachel quickly got her younger siblings out of the house and phoned 9-1-1. Rachel then called a family friend who came to the house and kept them safe until their mother could get home. The fire department arrived and put the fire out. Chief Michael Smith and Deputy Kenneth Gilbert of the Heath Fire Department are proud of Rachel for her acute sense of awareness, quick thinking and bravery.

Leominster

◆ William Vargo

On Monday, April 21, 2014, 12-year-old William Vargo and his 9-year-old sister Victoria were visiting their grandmother during school vacation. During their visit, the grandmother experienced a medical emergency. Going against the advice of his grandmother, William phoned 9-1-1, and remained calm while speaking with the dispatcher. He stayed at his grandmother's side until the ambulance arrived. William credits his actions to the training that he received from the Leominster Youth Fire and Police Academy.

Mansfield

◆ Coleman Jenkins

On April 1, 2014 at 12:00 p.m. 11-year-old Coleman Jenkins was in the cafeteria when he noticed a schoolmate choking. Coleman quickly went into action and successfully assisted the student by performing abdominal thrusts. Chief Neal Boldrighini and S.A.F.E. Educator Eric Blanchette of the Mansfield Fire Department believe Coleman's actions saved his classmate's life.

New Bedford

◆ Jayden Burgo

In the early morning of Saturday, March 8, 2014, 9-year-old Jayden Burgo awoke to the sound of a smoke alarm. Jayden investigated and found a fire in his brother's bedroom. He woke up his parents and called 9-1-1. He calmly spoke with the dispatcher and informed them that his mother and brother were trapped by fire. The fire department responded and successfully rescued his family members. Chief Michael Gomes of the New Bedford Fire Department credits Jayden's life saving and heroic actions from the training he learned in the S.A.F.E. Program.

North Adams

◆ Alexis Benoit

On Sunday, November 17, 2013 at 4:00 p.m., 6-year-old Alexis Benoit was playing a game on her computer in the dining room, patiently awaiting her supper. Her grandmother left the kitchen and moments later Alexis heard a sound like a crackling noise. When she opened the kitchen door she discovered a fire on the stove. Alexis warned her grandmother of the fire and then told her to get out. Both Alexis and her grandmother exited the house and phoned 9-1-1 for help. Fire Director Stephen Meranti and Firefighter John Marlowe of the North Adams Fire Department credit Alexis for her quick response to this emergency from the lessons that she learned in school from the North Adams S.A.F.E. Educators.

North Reading

◆ Mollie Adams

On Saturday, October 13, 2013 at 12:30 p.m., 9-year-old Mollie Adams was at home when a flash fire in an oil filled pan caused the sprinkler system in her apartment to activate. Mollie met the fire department in the front of her building and directed them to the fire on the third floor. This allowed for a quick investigation and shut down of the sprinkler system thereby reducing damage. Deputy Chief Barry Galvin credits Molly's response to the emergency from the lessons that she learned in school by the North Reading S.A.F.E. Program.

Peabody

◆ Benjamin Jutras

On Tuesday, January 7, 2014 at 3:30 p.m. 17-year-old Benjamin Jutras was home with his 13- and 7-year-old siblings when he discovered a fire in one of their rooms. He led his brother and sister out of their home to a safe place across the street, a neighbor's house, and phoned 9-1-1. Chief Steven Pasdon and Inspector Chris Dowling of the Peabody Fire Department credit Ben's actions from what he learned from the S.A.F.E. program. They are proud to point out that Ben received the Silver Medal of Valor from the Air Force Junior Reserve Officer Training Corp.

Rutland

◆ Avery and Chase Harris

On Friday, May 16, 2014 at 12:30 p.m., 2 ½-year-old Avery Harris saw a fire on her porch and told her mother. Avery's mother attempted to extinguish the fire, became frantic and didn't know what to do when her 4-year-old son Chase Harris told her to call 9-1-1. The fire department responded and extinguished the fire. Chief Bradley Weber and Firefighter Dan Dean, S.A.F.E. Educator for the department, both agree that Avery and Chase saved their home from further damage and prevented a loss of life or injuries.

Waltham

◆ Ryan Richard

On Sunday evening, December 8, 2013, 10-year-old Ryan Richard witnessed a medical emergency, notified his mother and then called 9-1-1. Lieutenant John Ferrick of the Waltham Fire Department credits Ryan' with acting on the lessons he learned in school from the Waltham S.A.F.E. educators and successfully alerting medical responders.



What is Senior S.A.F.E.?

In Massachusetts, older adults, aged 65 and older, are more likely to die in fires than any other age group. Because seniors are dying in fires disproportionately, Senior SAFE was created in Fiscal Year 2014. Approved by the Massachusetts Legislature and funded through the Fire Standard Compliant Cigarette program, Senior SAFE provides grants to local fire departments to improve the fire and life safety of older adults in their communities. The primary mission is to educate older adults about the unique fire risks they face.

Senior S.A.F.E. Funding and Participation

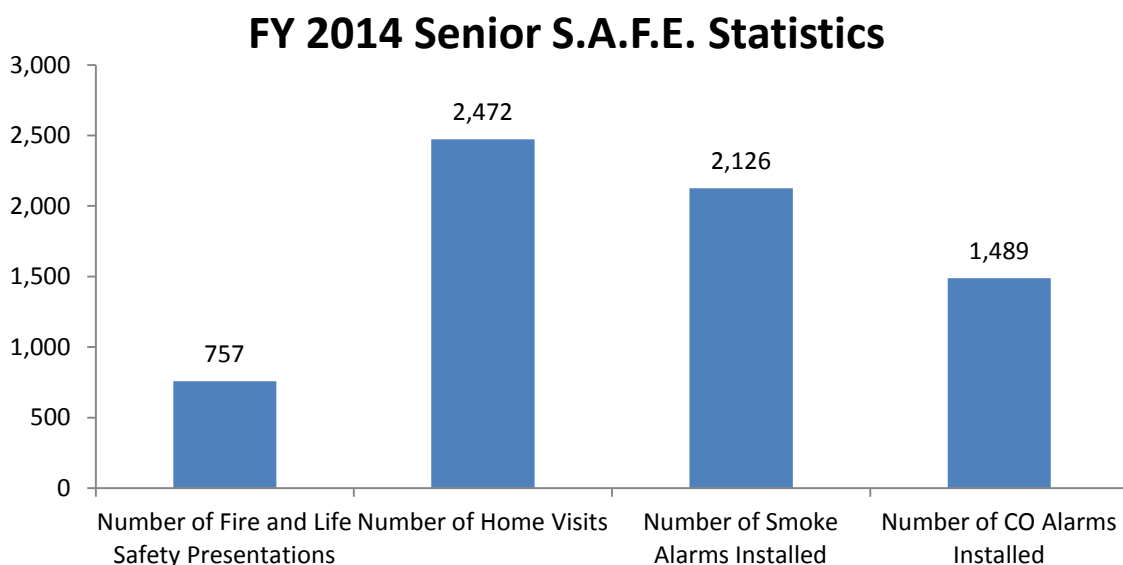
FY' 14 was the first year for the Senior S.A.F.E. Program. Two hundred five (205) fire departments shared \$599,906 in grant funds.

Information about the FY' 14 Senior S.A.F.E. Program

(Based on majority of Year-End Reports received)

Total number of communities receiving Senior SAFE FY' 14 grants in the first year of the grant program: **205**. Over **1,008** firefighters were involved in teaching fire safety education to **37,218** seniors through agencies such as the Council on Aging, Senior Centers, community events, and individual home visits.

The following chart lists the number of fire and life safety presentations: **757**; number of home visits: **2,472**; number of smoke alarms installed: **2,126**; and the number of CO alarms installed: **1,489**. As indicated in the chart, firefighters are making a big impact in home visits followed by the number of smoke and carbon monoxide alarms installed.



4th Year of the S.A.F.E. “Golden Heroes”



The Golden Heroes program recognizes seniors who use the fire and life safety education they received to directly affect the outcome of an emergency. During Fiscal Year 2014, the 1st year of the Senior S.A.F.E. Program, two **Golden Heroes** were **honored**.

Here are their stories:

Swansea

◆ Robert Levesque

On July 4, 2014 Swansea Fire Communications received a call for smoke coming from the community center of the local housing authority complex that resulted in moderate damage. Robert Levesque, a 72-year-old resident who happens to be a retired firefighter, noticed what appeared to be smoke coming from the roof or eaves of the building. Seeing that it had just rained earlier, he quickly checked the roofs of the other buildings to see if it was condensation from the sun heating up the roofs. Realizing the other building had no condensation, and knowing now that it was smoke, he reported it to the fire department. The fire department arrived on scene and extinguished an attic fire. The Swansea Fire Department has taught the “Remembering When” program several times at the complex over the years and Lt. Rego attributes this program for promoting fire safety among older adults.



Worcester

◆ Susan Vancelette

On September 24, 2014, 68-year-old Susan Vancelette was at home around 5:15 p.m. when a neighbor, who did not speak much English, knocked on her door and asked for help. Susan followed her neighbor back to her apartment and when they arrived, she saw smoke and flames coming from her neighbor’s oven. She sprang into action and immediately shut the oven door and turned off the stove. Then she escorted her friend out of her apartment, closed the apartment door and called 9-1-1. After exiting safely, she pulled the fire alarm to alert the other occupants of the building. Susan’s quick thinking and ability to be calm in an emergency helped to prevent this situation from getting worse. When the fire department arrived, the fire was confined to just the oven and the smoke caused minimal damage. Sandra Dionis, the resident services coordinator at Illyrian Gardens praised Susan for her efforts by stating, “We are very fortunate to have Susan living in our building”. Fire Inspector Jeffrey Spring of the Worcester Fire Department is happy to say that Susan’s actions are indicative of the lessons that she learned during a recent fire safety seminar. Susan was happy to say she would be showing her award to her first grade students where she volunteers to show them how important it is to listen and learn.

MFA Public Education Training

Department of Fire Services Training

The credibility of the S.A.F.E. and Senior SAFE Programs rests on properly trained firefighters. The high quality of the fire and life safety education specialist is the foundation of these community programs. The fire educator's enthusiasm and commitment are critical. In addition to the week-long class *Public Fire and Life Safety Educator* that is based on the standard set out in the National Fire Protection Association's Standard 1035 *Professional Qualifications for Public Fire and Life Safety Educator*, the Fire Data and Public Education Unit in the Division of Fire Safety provides a program specifically for seniors and developed by the National Fire Prevention Association. *Remembering When™ a Fire and Falls Prevention Program for Older Adults* addresses the needs of this age group. This program is based upon 16 key safety messages – eight fire and eight fall prevention behaviors and was developed by experts from national and local safety organizations. This-train-the-trainer program provides fire educators the tools to present programs at senior centers, conduct home visits, and to train other senior partner agency members so they may be able to work with their older adults.

MFA Public Fire and Life Safety Educator

In FY' 14, The Massachusetts Firefighting Academy offered five *Public Fire and Life Safety Educator* courses (*PFALSE*) and a total of 112 students completed the program. This course is a 5-day program designed to properly train a community's lead educator. It covers child development, how people learn, with focus on different learning styles and the seven intelligences, lesson planning, curricula evaluation, public speaking, program evaluation, connecting to the curriculum frameworks, and concludes with students presenting a segment of instruction on a given topic for a specified age group. The class uses the *MA Public Fire and Life Safety Education Curriculum Planning Guidebook* extensively to learn to develop age-appropriate lesson plans using the key fire and life safety behaviors and connecting them to the Department of Elementary and Secondary Education's curriculum frameworks.

Sprinkler/SAFE House Orientation

Educators received orientation and training on how to use the DFS combined sprinkler demonstration trailer and fire safety house. This is an excellent tool to help the community safely see how quickly sprinklers can put out a fire and educate them on fire behavior, fire safety and the advantages of fire sprinklers.



Other S.A.F.E. and Senior SAFE Events

Public Education Conference - 2013



With the launch of the new Senior SAFE Program, the 19th Annual Public Fire and Life Safety Education Conference focused on fire and life safety for older adults in addition to the traditional resources for school-based and community programs. Nearly 200 firefighter-educators, senior workers, classroom teachers, nurses, school resource officers and injury prevention experts gathered at the Westford Regency Inn and Conference Center for two days of training and skill development in 30 workshops and four general sessions by 44 speakers.

Focus on Senior Fire Safety

Public safety officials such as Mansfield Fire Chief Neil Boldrighini, Mansfield Det. Sgt. Larry Crossman, and Christy Geffen from the Northwestern District Attorney's office, and speakers such as Westfield Council on Aging Director Tina Gorman, experts from the NFPA's *Remembering When™: A Fire and Fall Prevention Program for Older Adults* and the Worcester Senior Support Team presented workshops on senior safety, programs and resources.

Keynote Speaker – Chief Reginald Freeman

Keynote speaker Fire Chief Reginald Freeman of Lockheed Martin in Fort Worth, Texas, expounded on the national Vision 20/20 project, in which he is actively involved, that promotes strategic planning on reducing the toll fire takes on our communities. Fire education is a critical component of any successful strategy. Chief Freeman was formerly a fire chief in Hartford, Connecticut and maintains his New England connection as an adjunct professor at Anna Maria College in Paxton, MA.

2013 Fire and Life Safety Educator of the Year Award

The 2013 *Fire & Life Safety Educator of the Year Award* was presented to Brockton Fire Lt. Robert Hendrigan and Westfield Council on Aging Director Tina Gorman. The other nominees recognized for their efforts were: Frank Carabell, Director of Operations, Lyons Ambulance Services; Firefighter/EMT Todd Correia, Fairhaven Fire Department; Firefighter Jeff Spring, Worcester Fire Department; Mike Swain, Campus Fire Prevention Officer, University of Massachusetts/Amherst.

Fire Prevention Week



National Fire Prevention Week was October 6-12, 2014. This year's theme was *Prevent Kitchen Fires*. S.A.F.E. educators across the state were involved in activities to promote fire and life safety to all segments of their communities. Many fire departments spent the month of October conducting their school programs visiting hundreds of classrooms; hosting class tours of the fire station; visiting senior centers; and holding fire station open houses open to their community.



2013-14 YouTube™ High School Burn Awareness Video Contest Winners Announced

The winners of a statewide contest for high school media students, the YouTube™ High School Burn Awareness Video Contest, sponsored by the state Department of Fire Services, the Mass. Association of Safety and Fire Educators (Ma SAFE), and Liberty Mutual Insurance Company, participated in a ceremony held at Shriners Hospitals for Children in Boston, a pediatric burn hospital. Shriners is the national sponsor of National Burn Awareness Week, which was February 2-8, 2014.

This was the sixth year of the contest and 40 teams from ten high schools in Chelmsford, Everett, Dudley, Hull, Melrose, Millis, Norwood, Sharon, Winchester and Wrentham submitted entries.

You Tube Video winners:

1. Melrose High School – *Un-Educated You (a Christmas Carol parody)*: Paris Peterson
2. Sheppard Hill Regional High School – *Do's and Don'ts*: Maria DiPilato, Elizabeth Timmons, Brittany Richard, Natalie Szwarc
3. Winchester High School– *Keep Your Paws off My Oven Mitts*: Anna O'Brien

Honorable Mention:

Three teams from Melrose High School received honorable mention for their entries.

Prizes

MaSAFE presented gift certificates from Best Buy™ to the winning teams. The first place team shared \$200 in gifts cards; the Second Place team shared \$100 in gift cards, and the Third Place team shared \$50 in gift cards.



Pictured above left to right: Ben Ward – Liberty Mutual Ins. Co., Chief John Grant – Milton FD, Chief Christopher Leary – Melrose FD, Melrose HS winner Paris Peterson, Melrose HS video teacher Anthony DiBenedetto, Stephen Coan - State Fire Marshal, Captain Rick Tustin –Winchester FD, Michael Sakraida – Liberty Mutual Ins. Co.

Past and Present Partnerships Formed in the S.A.F.E. and Senior SAFE Programs

The S.A.F.E. and Senior SAFE Programs provide fire departments with an opportunity to form partnerships with various organizations when educating children and the larger community. The following organizations are examples of both past and present partnerships:

Action Ambulance	Essex County Fire Prevention
American Heart Association	Falmouth Hospital
American Red Cross	First Alert
American Medical Response	Fitchburg Municipal Credit Union
Arlex Fuel	Foodies Supermarket
Balloonatics	Hampshire College
Baptist Church	Hanover Mall
Baskin Robbins	Harrington Hospital
Bay State Gas	Health Alliance Hospital
Baystate Hospital	Heritage Baptist Church
Blue Cross Blue Shield	Hillside Agricultural Society
Big Y Supermarkets	Home Depot
BJ's	Howe Lumber
Bob's Discount Furniture	Intel
Boy Scouts of America	IPG Photogenics
Bright Start Day Care	Kidde
Cambridge Savings Bank	Kiwanis
Canoe River Campground	Knights of Columbus
Capuano Health Care	Lees Market
Caritas Good Samaritan Medical Ctr.	Legion Housing Corps.
Cataldo Ambulance	Leominster Hospital
Chicopee Electric Light	Life Flight - UMASS
Child First	Lions Club
Citywide	Little Voices Matter
Costco	Local Boys/Girl Scouts
Council on Aging	Local Chamber of Commerce
Cummings Park	Local Health Department
CVS	Local Library
Dairy Queen	Local Police Department
Dave's Pet Food City	Local Schools
Dunkin Donuts	Lowe's
Eager Beaver Day Camp	Lyons Fire Extinguisher
Elks	MA Dental Society
Emerson Hospital	Main Street Foundation
Endicott College	Mary Lane Hospital
E.S.C.A.P.E.	Mason Lodges
Essex Agricultural Association	

Partnerships Formed in the S.A.F.E. and Senior SAFE Program (continued)

Mass. General Hospital	St Gobain Corp.
Massachusetts Institute of Technology	St. Vincent DePaul Society
Mitre Corporation	Target
Open Arms Christian Preschool	Toys R Us
Phelan Insurance	TRIAD
Polar Beverages	Trimark
Quincy College	Tufts University
Reading Municipal Light	UMASS
Red Cross	United Way
Red Robin	Varney's Garage
Retired B&M Railroad Club	W.R. Grace
Rotary Club	Walgreens
Sal's Pizza	Wal-Mart
Seniors & Law Enforcement Working Together (SALT)	Webelos
Sam's Club	Wheaton College
Seven Hills	White Hen Pantry
Shaw's Supermarkets	Winchester Hospital
Shriners	Wingate Corp
South Shore Plaza	Wonder Days
Squantum Gardens	Wyeth Research
St. Brendan's Parish	Young Men's Christian Association (YMCA)

Community Education Activities

The following are examples of local S.A.F.E. and Senior SAFE Programs clearly demonstrating how fire departments continue to be creative in their community public education efforts. These innovative community events are in addition to the core classroom-based S.A.F.E. programs.

Arlington	File of Life, town day
Belmont	Fire prevention open house
Boxborough	Open house, life safety lectures to elders, community CPR
Cambridge	Business safety/health fairs, open house, annual science fair
Chelsea	Back to school safety day, National Night Out
Foxborough	YMCA Kids health fair and fire safety gymnastics
Groton	Senior SAFE, smoke and CO alarms, house numbers
Hopedale	Upton summer camp, vehicle fun day
North Reading	Open house, Halloween party, senior fire safety talk
Norwood	Distribution and installation of smoke and CO alarms, non-skid mats, grab bars, cooking timers
Oxford	School lunch w/ firefighters, fire extinguisher training
Quincy	Elderly S.A.F.E. talk, August festival
Sherborn	Distribution and installation of smoke and CO alarms, stove top hood extinguishers
Springfield	Fire safety day at Shriner's Orthopedic Hospital, Eastern States Exhibition
Topsfield	Topsfield Expo, booth at the Topsfield Fair
Warren	Open house, life guard park safety, bike safety
Wayland	Halloween party, fire extinguisher class
West Boylston	Installation and distribution of smoke and CO alarms, bed shakers, smoke alarms with strobes, battery changes
Westford	Fire department muster
Westport	Family day with Santa, summer camp
Winchester	Health fairs, town day
Worcester	Father's Day festival, Special Olympics, Elm Park ice cream festival, 6K road race, National Night Out, senior health fair
North Attleboro	Senior Spectacular table